

Activation of personal and subjective self-regulation resources in the context of social-psychological training

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Abstract

© 2015 Ashgate Publishing Ltd. All rights reserved. The actuality of the investigation is determined by the problem of the depletion of personal and subjective self-regulation resources of the first-year students in the period of adaptation to learning process. Social-psychological training can lead to long-term increase of the self-regulation capacity. The present article is intended to investigate the influence of the social-psychological training to activation of personal and subjective self-regulation resources of the first-year students. In the quality of the indicators characterizing personal and subjective resources have been chosen the indicators of adaptation and willingness to self-development. The leading method to research this problem is the method of psychological rapid testing that supposes the measurement of the selected indicators before and after carrying out the adaptation program by the students of Kazan (Volga region) Federal University. The main results of the investigation are the establishment of influence of the social-psychological training to changes of all indicators, as well as the uneven impact of the training on the adaptation to group and willingness to self-development. The results of the present article may be useful for further research of the activation of personal and subjective self-regulation resources in the programs of psychological support and for creation of similar programs.

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Keywords

Adaptive training, Indicators of adaptation, Personality, Self-development, Self-regulation resources, Subject, Willingness to